DOCUMENT RESUME

ED 389 383 JC 960 031

AUTHOR Gabert, Glen; And Others
TITLE Organizational Effectiveness and the Active Community College: The Case of Hudson County Community College. Special Report 95.03.
INSTITUTION Hudson County Community Coll., Jersey City, NJ. Office of Planning and Institutional Research.
PUB DATE Oct 95
NOTE 25p.; Materials compiled for a presentation at the Team Building for Quality Conference of the National Initiative for Leadership and Institutional Effectiveness (Greensboro, NC, October 14-17, 1995).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS College Admission; *College Planning; Community Colleges; *Educational Administration; Educational Finance; Enrollment; *Enrollment Management; *Institutional Mission; *Mission Statements; *Organizational Development; School Holding Power; Student Personnel Services; Student Recruitment; Two Year Colleges
IDENTIFIERS *Hudson County Community College NJ

ABSTRACT

In an effort to increase enrollment and move from a limited-mission institution emphasizing career-oriented programs to a comprehensive urban community college, Hudson County Community College (HCCC), in New Jersey, implemented a mission renewal process in 1993. The process included a review of mission statements from other comprehensive community colleges, surveys of college and external communities, an all-day mission forum, and the development of the new mission. The effort also involved the following measures to ensure quality: (1) the formation of a Task Force to develop a student retention plan, focusing on the institutional climate, student support, curriculum and instruction, and facilities; (2) staff development activities; (3) the implementation of such marketing enrollment strategies as newspaper advertisements, flyers, cable advertisements, and newsletters; and (4) strengthening general education, student information, and academic programs. The most dramatic evidence of success of the mission renewal process has been the significant increases in enrollment over the last few years, with an increase of 12% for fall 1993 and 15% for fall of 1994. Appendixes include an article from "Counsel: National Council for Marketing and Public Relations" (1995), describing HCCC's mission renewal process, reports generated in the mission renewal process related to retention and staff development, and a description of improvements related to budgeting and finances, accounting, management information systems, human resources management, plant operations, and facilities management. (TGI)

ED 389 383

HUDSON COUNTY COMMUNITY COLLEGE

ORGANIZATIONAL EFFECTIVENESS AND THE ACTIVE COMMUNITY COLLEGE: THE CASE OF HUDSON COUNTY COMMUNITY COLLEGE

Special Report 95.03
October 1995

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. Oromaner

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Glen Gabert
President

Mark Oromaner
Dean, Planning & Institutional Research

Frank Crosby
Vice President, Administration & Finance

Basis for Inaugural David Pierce Quality Organizational Leadership Award, 1995 Team Building for Quality Conference (October 14-17, 1995), sponsored by the National Initiative for Leadership & Institutional Effectiveness (NILIE), North Carolina State University College of Education & Psychology.

Office of Planning & Institutional Research
25 Journal Square
Jersey City, NJ 07306

JC 960 031

 BEST COPY AVAILABLE

I. STRATEGIC LEADERSHIP - RENEWAL OF INSTITUTION'S MISSION

Hudson County Community College was licensed in 1974 and is one of New Jersey's 19 community colleges. Although the College serves the fifth most populous county (553,099 population), the Fall 1992 enrollment of the College was only 3,076 credit students. In addition, the College served a relatively small number of non-credit students through job training programs and a few personal and career enhancement courses.

It was quite obvious that there were large segments of the county that were either unserved or underserved by the College. In order to address this problem, at its September 21, 1992 meeting, the Board of Trustees authorized the recently appointed president, "to implement a process that will culminate in the submission of a draft revised mission statement to the Board no later than April 1993." This mandate was taken as an opportunity to move the College from a limited-mission institution that emphasized career-oriented programs to a comprehensive urban community college. In addition, it was anticipated that the mission renewal process would enable the College to review its internal structure and culture and to establish or enhance its relationships with county residents and representatives of organizations within the county.

For a period of six months members of the College community and of the external community were involved in a multi-dimensional process leading to the development of a revised mission statement, At each step, an ongoing process of gathering, analyzing, and sharing information and then gathering, analyzing, and sharing feedback took place.

The components of the mission renewal process were:

1. ***Review Of Mission Statements From Other Comprehensive Community Colleges.***

2. ***Surveys Of College And External Communities.***

3. ***All Day Mission Forum.***

4. ***The New Mission Statement.***

Following the forum, the draft mission statement was revised and in March, 1993 shared again with the college community through publication in the staff newsletter, HCCC Network, and with the county community through mailings to those who had earlier received the mission questionnaire. The first line in the draft, and in the adopted mission statement, is "Hudson County Community College is a comprehensive urban community college." Again feedback was sought and received, e.g., "The mission statement appears to be most comprehensive and should serve the College well as a guide. It does seem to reflect the community (Hudson) which it serves," "We have examined your mission statement and find it to be appropriate to your needs as well as to those of the community of Hudson County. As an employer in the Hudson County area,

we are flattered that you have asked us to give our comments regarding your statement. We thank you for your consideration, and look forward to working with you for our recruitment needs," and, "The statement and goals seem to be very appropriate to your mission at Hudson County Community College. I look forward to working with you in the future."

The fundamental change called for in the new mission statement is dramatically illustrated through a comparison of defining quotations from the 1977 mission statement, the 1983 mission statement, and the 1993 mission statement.

> *1977 - "Unlike most of the community colleges in the state system, Hudson County Community College does not aspire to be a comprehensive institution. Instead, its mission is to provide entry-level occupational and career certificate and AAS degrees to students who need preparation for employment or upgrading of current skills in their chosen vocation."*

> *1983 - "The College's primary programmatic mission is to provide certificate and associate degree programs to students who seek preparation for employment or upgrading of occupational skills through programs of study designed to lead to immediate employment or direct transfer to baccalaureate programs."*

> *1993 - "Hudson County Community College is a comprehensive urban community college."*

We have attached a copy of an article "Melding your renewal mission: a case study on how it's done." This article appears in Counsel: National Council for Marketing and Public Relations (1995). We have included that article with the suggestion that, "The process HCCC employed is a general one that can be adopted to the needs of other colleges."

For a copy of the report see Attachment A.

The most dramatic evidence of success of the mission renewal process has been the significant increases in enrollment over the last few years. For the past two years, HCCC has lead the 19 community colleges in New Jersey in terms of increases in percentage of credit students headcount. While the sector as a whole experienced stable level of enrollments, many colleges experience a decline. For the Fall 1992 through the Fall 1993, the increase was 12%; and for the Fall 1993 through the Fall 1994, the increase was 15%. For the first time in the College's history, enrollment exceeded 4,000 students (Spring 1995).

II. QUALITY PROCESSES AND MEASURES

A. Retention Plan

In the Fall of 1993, President Glen Gabert recognized the need for a plan to improve student retention. To address this issue, he established the President's Task Force on Retention. The President's mandate was that the Task Force identify obstacles to student retention and formulate recommendations to address the problems.

Early in the Task Force's deliberations, the following fundamental goals were established: 1) to define retention; 2) to identify probable causes of the College's low rate of retention; and 3) to set objectives.

It became clear that a meaningful definition of retention has to take into account the realities of student life at an urban community college. In short, the Task Force agreed that to define retention solely in terms of degree acquisition, as is sometimes done, is to disregard students with other, equally legitimate goals and ultimately to do a disservice to the mission of the institution. As a result, the Task Force formulated the following definition: "Retention is the continued enrollment of students until the completion of their educational goals; these may include degree, certificate, transfer, career, or personal goals."

The Task Force reached its findings based on several sources. These included not only the Task Force members' experience at Hudson and other institutions but also the publication Increasing Student Retention by Lee Noel, Rand Levitz, Diana Saluri and Associates (which all Task Force members received), the workshop "Leveraging Scarce Resources to Get Retention Results," conducted by Drs. Noel and Levitz and attended by nine Task Force members, and the results of three surveys conducted through the Office of the Dean of Planning and Institutional Research

For a copy of the report of the Task Force see Attachment B.

Each recommendation has been adopted by the Administration and has been given a target date.

B. Staff Development Activities

The coordination of the College's comprehensive (activities for all employees) Staff Development Program resides in the Office of the Dean for Planning and Institutional Research. To ensure that the staff development activities are responsive to present and anticipated needs, the Dean works closely with the Executive Council and with a broad-based sixteen member Advisory Committee.

For a description of recent staff development activities see Attachment C.

C. Marketing Enrollment Plan

The marketing of our enrollment can be seen through billboards and posters located in strategic public areas. Our publications for recruitment are done in five different languages (English, Spanish, Tagalog, Arabic, and Gujarati). Also, bilingual newspaper advertisements are published and flyers and course schedules are issued regularly indicating various programs and activities of the College. The College telecasts segments on cable which include a non-verbal video because of the various foreign languages of our students. In addition, a video view book showing highlights and comments and a monthly newsletter (HCCC Network) are generated. The newsletter is disseminated throughout the County and to selected State and National influentials.

D. General Education, Student Information, and Academic Programs - Strengthen Institutional Grant/Title III

Although the College has been in existence since 1974, the mission statement calling for the development of a comprehensive urban community college (adopted by the Board of Trustees April 13, 1993) marks the beginning of a new period in the College's history. The Excellence and Accountability Report presents in an accurate manner accomplishments during the past year. One of these accomplishments symbolizes quite clearly the strong commitment of the new HCCC to academic programs and to students. The College has been awarded a $1.7 million, five-year Title III grant from the U.S. Department of Education. The project "A Bridge to the Future" comprises two activities: The Development of a General Education Program and The Development of a Student Success Information System.

III. STRATEGIC MANAGEMENT

The Team in the Administration and Finance Division has been instrumental in supporting and building the systems and resources necessary to accomplish both short-term and long-term growth in enrollments and academic programs. For instance, projections reflect a credit student headcount of 6,400 in the Fall of 1999.

Included under Attachment D is documentation that lists a number of the accomplishments of the Administration and Finance Team.

ATTACHMENT A

"MELDING YOUR RENEWAL MISSION A CASE STUDY ON HOW IT'S DONE"

Counsel

1995 • NO. 3 NATIONAL COUNCIL FOR MARKETING AND PUBLIC RELATIONS

BEST COPY AVAILABLE

6

Melding your renewed mission: A case study on how it's done

Learn how one community college renewed its mission by seeking feedback from its many constituents

BY MARK OROMANER

THE PROBLEM

Hudson County Community College (HCCC) is one of New Jersey's 19 community colleges. The college serves the fifth most populous county (553,099 population), yet fall 1992 enrollment was only 3,076 credit students. In addition, the college served a relatively small number of non-credit students through job training and a few personal and career enhancement courses.

Large segments of the county were either unserved or underserved. To address this, the board of trustees asked the new president to create a process for mission renewal, with a deadline of April 1993.

This mandate was an opportunity to move the college from a limited-mission institution that emphasized career programs to a comprehensive urban community college. In addition, it was anticipated that mission renewal would enable the college to review its internal structure and culture and to establish or enhance its relationships with county residents and representatives of organizations within the county.

Thus began the mission review process, which is described in detail.

MISSION REVIEW PROCESS

For six months, members of the college community and the external community were involved in a multi-dimensional process leading to the development of a revised mission statement. At each step, an ongoing process occurred: gathering, analyzing and sharing information and then gathering, analyzing and sharing feedback. Here's how it was done:

1. REVIEW OF MISSION STATEMENTS OF OTHER COMPREHENSIVE COMMUNITY COLLEGES

Between October 1992 and January 1993, 67 comprehensive community colleges in 22 states were identified and mission statements and mission-related documents were obtained. The mission statements and related documents were gathered in two volumes, photocopied and shared with internal and external college audiences.

2. SURVEYS OF COLLEGE AND EXTERNAL COMMUNITIES

Surveys of members of the college and external communities were conducted. Such surveys could serve not only to gather information and generate interest in the mission renewal, they could also be used to enhance college awareness and image of the college, and to generate a sense of meaningful involvement and ownership.

A questionnaire was designed and distributed to 1,117 adults. The sample included all college employees and a sample of students, alumni and community representatives from business and industry, education, government, health and human services, law, insurance and real estate.

Responses were received from one-third of the sample (N-367); the return rate for the college community was 41 percent (226 of 544) and the return rate for the external community was 25 percent (141 of 573).

The questionnaire contained three sections: (1) perceived importance of 33 possible functions, programs or services the college could offer; (2) personal/professional data; and (3) an open-ended item, "We would appreciate any comments you might have about Hudson County Community College."

The two versions of the questionnaire (internal and external) were identical with the exception of one question regarding either college affiliation (student or faculty) or community affiliation (job or organization).

One of the secondary benefits of the survey was the positive impact that the process had on a number of the respondents, who wrote to thank and commend the college for requesting input.

3. ALL-DAY MISSION FORUM

On February 27, 1993, an all-day forum was held. Prior to the forum, all who accepted the invitation to attend were given background documents and a copy of the draft of a possible mission statement. Approximately 100 college and community members attended. Participants included representatives from all college and community groups included in the surveys. After the keynote address, the group broke into eight

smaller focus groups to consider specific issues related to the college's future and mission. The focus groups purposefully included a mix of students, faculty, administrators, support staff, maintenance staff, security personnel, trustees and community members. Examples of the issues are:

How can the mission of a comprehensive urban community college be developed among the college staff? How can an understanding of the role of HCCC as a comprehensive urban community college be developed in the general community?

4. THE NEW MISSION STATEMENT

After the forum, the draft mission statement was revised and in March 1993 shared again with the college community through publication in the staff newsletter, and with the community through mailings to those who had received the mission questionnaire. The first line in the draft, and in the adopted mission statement, is "Hudson County Community College is a comprehensive urban community college." Internal and external feedback was positive, with comments about how the draft statement reflected the college's commitment to its students and staff, as well as the community it serves.

The new mission statement for the comprehensive urban HCCC was adopted by the board of trustees at its April 13, 1993 meeting.

SUCCESS OF PROGRAM

Comments from constituents who participated in the survey or forum indicated that an inclusive mission renewal process itself had a positive impact on the way in which the college was viewed. The process has enabled the college to indicate to the residents of the county that the college is responsive to both their educational needs and interests. Perhaps the strongest indication of our success is that for the past two years HCCC has led the 19 community colleges in the state in enrollment increases. During this period enrollment statewide has remained approximately stable while enrollments at HCCC have increased 12 percent (1992-93) and 15 percent (1993-94). In contrast, our enrollment increases prior to the mission review process were 6.5 percent and 1.9 percent.

The message that the college has undergone a mission shift was carried to various communities through the implementation of a highly organized marketing/enrollment management plan.

Among other indications of success are that:

- our liberal arts transfer program has become the largest at the college;
- the college is the recipient of a $1.7 million U.S. Department of Education Title III grant to provide for a review of its general education core curriculum and to develop a computerized student information system;
- the college has created a Business and Industry Institute; and
- a new Science and Technology Center has been opened.

The successes listed above flow from the expanded mission statement and the central role that the statement gives to general education and liberal arts/science programs. These programs provide students with additional opportunities to continue their education at four-year colleges and universities. At the same time we have enhanced our services to people interested in personal and professional development.

RECOMMENDATION OF THE MISSION REVIEW PROCESS

We suggest that our colleagues nationwide who are interested in organizational renewal, re-invigoration or radical change will benefit from an open, inclusive and multi-dimensional mission review process. The process HCCC employed is a general one that can be adapted to the needs of other colleges.

It is clear to us that the sea change that has taken place at HCCC can be traced to the mission renewal process and to the major role of constituent participation in that process. Such participation provided legitimacy for the college, enabled us to identify community needs and interests, and enabled constituents to develop a greater sense of ownership in the college.

Finally, all of this was accomplished by in-house staff.

Mark Oromaner is the dean for planning and institutional research at Hudson County Community College in Jersey City, NJ. E-mail address: oromaner@pilot.njin.net

ATTACHMENT B

REPORT OF PRESIDENT'S TASK FORCE ON RETENTION

REPORT OF PRESIDENT'S TASK FORCE ON RETENTION

It is expected that the total number of degrees will continue to increase due to higher enrollment, an emphasis on retention efforts, and an increase in the number of curricula offered.

In those areas where there has been a solid increase (accounting, early childhood education, criminal justice, human services, management, and medical record technology), it is expected that the numbers will continue to increase, although the proportion of the total may remain steady or decrease (due to an increase in other areas as explained below).

An increase is expected both in the numbers and percentages of those programs which have declined (computer science, culinary arts, electronics engineering technology, engineering science) or which have had few graduates (computer technology, manufacturing technology, and public administration); culinary arts is being expanded, and programs have been put in place to attract and support students in science and technology.

The number and percentage of liberal arts graduates is expected to climb dramatically. The enrollment in that program has grown to make up one-fifth of the total enrollment in the four years since 1991 when it came into existence. In addition, seven (7) liberal arts options have recently been established.

In the fall of 1993, President Glen Gabert recognized the need for a plan to improve student retention. To address this issue, he established the President's Task Force on Retention. The President's mandate was that the Task Force identify obstacles to student retention and formulate recommendations to address the problems.

Early in the Task Force's deliberations, the following fundamental goals were established: 1) to define retention; 2) to identify probable causes of the college's low rate of retention; and 3) to set objectives.

It became clear that a meaningful definition of retention had to take into account the realities of student life at an urban community college. In short, the Task Force agreed that to define retention solely in terms of degree acquisition, as is sometimes done, is to disregard students with other, equally legitimate goals and ultimately to do a disservice to the mission of the institution. As a result, the Task Force formulated the following definition: "Retention is the continued enrollment of students until the completion of their educational goals; these may include degree, certificate, transfer, career, or personal goals."

The Task Force reached its findings based on several sources. These included not only the Task Force members' experience at Hudson and other institutions but also the publication Increasing Student Retention by Lee Noel, Randy Levitz, Diana Saluri and Associates (which all Task Force members received), the workshop "Leveraging Scarce Resources to Get Retention Results," conducted by Drs. Noel and Levitz and attended by nine Task Force members, and the results of three surveys conducted through the office of the Dean of Planning and Institutional Research.

1. Survey of Other Colleges

In order to learn what retention problems and plans other colleges had identified, retention-related materials were sought from 82 community colleges throughout the country. Responses were received from 30 (37 percent) of the colleges.

2. Survey of Colleagues at the College

Next the task force sought to tap the experiences of colleagues at the college. A request for suggestions concerning ways in which the college could improve retention was sent to all 220 full-time faculty and staff members. Forty-four (20 percent) persons responded with 164 suggestions. The suggestions which were received were analyzed and found to fall into the following categories: 24 percent concerned ways to improve academic support (e.g. mentors, counseling); 18 percent concerned improvements which could be made in college services (e.g. need for day care, broader student activities); 13 percent concerned employee attitudes and staff development; 12 percent concerned information -- either the lack of or suggestions for improvement (manuals, tracking, research); another 12 percent concerned instructional issues; 11 percent concerned the facilities (need for a campus, lack of parking, and the need for a cafeteria); 8 percent concerned the need for an expanded curriculum and more courses; and the remaining 2 percent concerned financial matters.

3. Survey of Students

Finally, the Task Force sought information directly from the students. A questionnaire with two questions was administered to students in 24 English course sections (including English as a Second Language, Basic Skills and English composition) and second-year program courses. Students were asked (1) to list things the college could change or improve to make sure they remained at the college, and (2) to give reasons why any of their friends or acquaintances had dropped out. The questionnaire was administered in Spanish and Arabic as well as in English to the beginning ESL students, and responses in Gujarati, Chinese and Japanese as well as Spanish and Arabic were received, translated, and included. In all, 338 students, or 10% of the student body, responded.

Two hundred and ninety-eight students offered suggestions for change or improvement at the college. One-third (33%) of the responses concerned facilities and parking, 17% curriculum and courses, 16% college services, 14% instruction, 13% academic support, and 7% finances. Two hundred and fifty students responded to the second item which had asked why friends or acquaintances had dropped out of the college. Fifty-four stated that they did not know anyone who had left the college before completing their program, but 196 (58% of the total 338 students) responded with reasons why someone they knew had left. Nearly one-fourth (23%) of the reasons concerned a limited curriculum and availability of courses, 22% a lack of resources (finances and/or time), 16% perceived problems with instruction, 12% personal reasons, 9% academic placement and/or poor grades, 9% college services, 6% inadequate facilities and/or the lack of parking, and 4% the need for academic support.

Reports of the findings from the staff and student surveys were distributed to the college community, and abstracts or news articles highlighting the findings have been published in the staff newsletter, HCCC Network.

To improve retention at Hudson County Community College, the President's Task Force on Retention made recommendations in the following five categories: 1) institutional climate; 2) student support; 3) curriculum and instruction; 4) facilities; and 5) information.

INSTITUTIONAL CLIMATE

1. *Establish a college-wide courtesy code, emphasizing shared responsibility for respect among all institutional staff and students.*

2. *In order to develop more effective delivery of services to students, establish training programs for all institutional employees, including student workers; for example, implement the use of "Connections," the Noel and Levitz staff training program already in the college's possession, and acquire and implement the use of the Noel and Levitz training program for student workers, "Partners."*

STUDENT SUPPORT

1. *In order to provide a smooth transition for students to college life, establish a standing committee for the coordination of the following activities: admissions, registration, financial aid, testing and assessment, advising and counseling, student activities, and student tracking.*

2. *Implement fully the newly developed, comprehensive Learning Center, i.e, by effectively making all members of the college community aware of the center's existence and by increasing the availability and accessibility of its resources (see also Curriculum and Instruction #6 below).*

3. *With the eventual goal of improving orientation for all students, establish "Orientation units" of first year full-time students and staff designed to provide students with activities, information, guidance, and mentoring throughout the academic year, and as part of orientation, conduct a "kick-off" activity such as an informal picnic and softball game that will initiate the orientation units and include students, their families, and staff.*

4. *Continue to involve Student Ambassadors in hospitality service during crucial times such as orientation and registration.*

CURRICULUM AND INSTRUCTION

1. *Continue to expand academic programs/program options and course offerings; diversify course offerings at all sites, and, in addition, broaden course offerings to accommodate non-degree students, e.g., by establishing "English for Special Purposes," courses providing English competency for vocational or personal needs.*

2. *Coordinate and maintain sequential, logical course offerings within majors/programs, and advise students in a timely manner of their progress toward program completion (in this regard, the Task Force notes the relevant recommendations under Information #2 and #3 below and also endorses the work of the Student Progress Committee).*

3. *Establish class size maximums commensurate with successful student outcomes, e.g., 15 in English as a Second Language (ESL) courses, 15 in Academic Foundations courses, 20 in College Composition courses, 20 in Computer Science courses, etc.*

4. *In ESL, offer more levels and more class hours, and implement more accurate placement; e.g., use oral interviews for initial and subsequent placement.*

5. *Promote academic integrity and enforce academic standards; minimize grade inflation.*

6. *Have faculty assess students early, e.g., by the end of the second week of the semester, and follow early assessment by timely counseling and referrals for academic support for appropriate students.*

7. *Strengthen the instructional force by continuing to hire more full-time faculty (e.g., specifically ESL-trained) and offering more competitive adjunct pay.*

8. *Continue to offer ongoing in-service pedagogical training of full-time and adjunct faculty in the most effective methodologies of teaching non-traditional students.*

9. *Recognize excellence in teaching.*

FACILITIES

1. *Involve Criminal Justice students in Parking and Security activities.*

2. *Provide recreational and other facilities such as a gymnasium, swimming pool, cafeteria, etc.*

3. *Improve and increase the number of parking facilities.*

4. *Provide a more comprehensive library, including increased services, collections, and access from all campus locations by network.*

5. *Provide child care.*

6. *Provide frequent shuttle bus/van service for transportation of students to various locations.*

7. *Develop an information highway linking all buildings of the college.*

INFORMATION

1. *Should Title III funding be available, implement a comprehensive student support information system, including the following:*

   a. *the ability to deliver general college and individual student academic information via kiosks at the Journal Square and North Hudson sites, networked personal computers, and touchtone telephones (languages other than English would be gradually phased in for giving out information via the kiosk and the voice component);*

   b. *a student tracking system that would support student recruitment, advisement, attendance monitoring, identification of at-risk students, external reporting, and retention analysis; and*

c. *a faculty support system that would facilitate communication between faculty and students, an electronic gradebook, and immediate feedback to students regarding student performance.*

(Note: Title III has been funded, and the development of a comprehensive student support information system is one of the two project activities).

Irrespective of Title III funding, implement the following items:

2. *Develop an advising manual for use by counselors, faculty advisors, and staff that would include among other important items: academic program course requirement mappings, a decision making tree with steps for course progression, steps for completing registration, and directions for correctly coding computer maintained information. Develop a comparable manual for use by students.*

3. *Make directly accessible to all counselors, faculty advisors, and relevant staff computer screens of information that include student transcript information, Academic Foundations achievement, course availability (during registration), and mailing addresses.*

4. *Clarify definitions of variables, including the student's location, major, and proper status, e.g., ESL/Academic Foundations/program ready categorization. It is recommended that this issue be considered by several bodies, including the Academic Council and the Institutional Data Coordinating Committee and that the results be disseminated to the staff.*

5. *Make available computerized class rosters for instructors to enter mid-term and final grades. Such a system must be secure and confidential. Prior to the implementation of this system, provide for speedier delivery of course rosters.*

6. *Add specific campus mailing addresses, including building, floor, and room number, if available, to the current employee telephone directory.*

7. *Collect information regarding individual student goals and college experiences. The information could be gained through several different vehicles: closed- or open-ended questions that could be answered during testing, registration, or advising sessions; interviews when a student withdraws or graduates (exit interview), at random (for continuing students), or focus group interviews with several students.*

The recommendations have been adopted by the administration, and each recommendation has been given a target date and assigned to an office of the college.

ATTACHMENT C

STAFF DEVELOPMENT

BEST COPY AVAILABLE

STAFF DEVELOPMENT

The coordination of the college's comprehensive (activities for all employees) Staff Development Program resides in the Office of the Dean for Planning and Institutional Research. The dean works closely with the vice president of academic affairs to ensure that staff development activities are responsive to the present and anticipated needs of the faculty. In addition, eight (8) members of the sixteen (16) member college-wide Staff Development Advisory Committee are faculty members.

In the fall of 1993, an annual Convocation was instituted. Over two hundred (200) members of the faculty and staff attend this day-long ceremony.

The keynote speakers have been:

1993: Dr. John Roueche, Professor and Director of the Community College Leadership Program, The University of Texas at Austin. Dr. Roueche also conducted a workshop with the Staff Development Committee.

1994: Dr. Terry O'Banion, Executive Director of the League for Innovation in the Community College. Dr. O'Banion also conducted a workshop with the Academic Affairs Council.

1995: Dr. George A. Baker III, Joseph D. Moore Distinguished Professor of Community College Leadership, North Carolina State University. Dr. Baker will also conduct a workshop with the Student Affairs Council.

Faculty Orientation is held at the beginning of each semester. Dr. Roberta S. Matthews, Associate Academic Dean, LaGuardia Community College, CUNY, will address the fall 1995 orientation. Her theme will be "Learning Communities: A Structure that Serves Students and Faculty." A recent keynote speaker was Dr. Maryellen Weimer, Associate Director of the National Center on Postsecondary Teaching, Learning and Assessment, Pennsylvania State University. Dr. Weimer's theme was "Teaching Excellence in General Education."

The first College Service Day was held during the summer of 1995. The program comprised an all-day series of workshops. Three additional College Service Days will be held during the spring semester. These will be annual events.

- *Tuition Reimbursement:*

  HCCC provides tuition reimbursement of up to $2,500 plus registration fees annually for full-time faculty to pursue professional development. During the 1994-95 academic year seven (7) members of faculty took advantage of this opportunity to pursue doctoral degrees and eighteen (18) completed graduate or professional development courses.

- *Mini Grants:*

  HCCC provides small grants of up to $300 to faculty and staff. During the past year, two grants were awarded.

- *Sabbaticals:*

  The College provides up to three one-semester sabbaticals per year for faculty to pursue professional development. In the last two years, sabbaticals have been utilized to complete residency requirements or dissertations for doctoral degrees (3), and to complete manuscripts for a novel (1) and a textbook (2).

- *Release Time:*

  HCCC provides release time for faculty to participate in the Mid-Career Fellowship Program at Princeton University. Since Fall 1990, four (4) faculty members have benefitted from this opportunity. In addition, each year the College provides release time for faculty to participate in grant related activities: POWER - funded by the National Science Foundation to encourage women to pursue degrees in science (3-credits, 1994 and continuing); Alliance for Minority Participation (AMP) - funded by the National Science Foundation, to promote minority student success in the sciences (four faculty @ 3-credits each, 1994 and continuing).

- *Training and Professional Development Seminars and Conferences:*

  Each year, the College provides funding to permit faculty members to participate in various statewide or national training seminars and conferences. Recent examples include:

  - *The New Jersey Project Summer Institute*
  - *National Institute for Staff & Organizational Development*
  - *National Community College Chair Academy Conference*
  - *American Institute of Management Communication Skills Workshop*
  - *National Council of Teachers of English*
  - *Community College General Education Conference*
  - *Graphing Calculators and Mathematics Software- TESOL Conference*
  - *Northeastern Conference for Teachers of Psychology*
  - *National Academic Advising Association Conference*
  - *International Reading Association Conference*
  - *Noel and Levitz Conferences*
  - *College Board/ETS Assessment Workshop*
  - *Western Society for French History Conference*
  - *Northeast Regional Conference of English in the two-Year College*
  - *Institute for the Study of Postsecondary Pedagogy*
  - *American Association of Community Colleges Convention*

- *Training in Distance Learning*
- *NOVELL Network Training*
- *American Health Information Management Association*
- *American Association of Medical Assistants Conference*
- *National Council for Staff, Program, and Organizational Development*
- *HCCC Faculty Development Seminars*

  During the past academic year, seven (7) Faculty Development Seminars were conducted by HCCC faculty. Sixty-eight (68) faculty and staff members attended.

Evidence of professional growth, development, and vitality through activities such as advanced study, conference participation, membership in professional organizations, and publications, is an important element in tenure and promotion consideration.

ATTACHMENT D

ACCOMPLISHMENTS OF THE ADMINISTRATION AND FINANCE TEAM

ACCOMPLISHMENTS OF THE ADMINISTRATION AND FINANCE TEAM

A. FINANCE

- *Implemented a uniform budget policy in which all units participate and turned a large potential budget deficit into a balanced budget.*

- *Reduced expenses by reorganizing areas and downsizing staff (47 positions and 1MM was cut from payroll) and five service areas were privatized.*

- *Increased revenues by increasing County funding allocation in face of declining State support and increased tuition to a reasonable level to accommodate cost of enrollment growth and achieve the goals set forth in the College master plan.*

- *Established a centralized purchasing system and hired a professional purchasing manager to meet State buying requirements.*

- *Implemented policies and recommendations of outside management firm concerning operations.*

- *Implemented internal audit procedures for internal control*

B. ACCOUNTING

- *Reorganized the Controller's unit with less staff ($200,000 savings annually) and hired a seasoned controller.*

- *Converted payroll system and financial aid program to in-house systems at a savings of $138,000 annually.*

- *Initiated inventory of College equipment.*

- *Updated and developed accounting policies, e.g., travel, purchasing, collections, etc.*

C. MANAGEMENT INFORMATION SYSTEMS (MIS)

- *Developed an in-house MIS unit ($300,000 savings annually) in place of an outside service to move the College into current technology. Staffing and equipment plans were developed and implemented. An experienced MIS Director was hired.*

- *Established uniform hardware and software throughout the College.*

- *Implemented MIS service request procedures.*

- *Utilized available State funding to purchase equipment and software for use in labs and classrooms ($1.9 million).*

D. HUMAN RESOURCES

- *Developed a professional Human Resources Department that provides leadership in recruitment and employment, staff training, collective bargaining, and management of compensation and benefits programs.*

- *Negotiated successfully three year cost effective agreements with the College's three bargaining units.*

- *Developed a staffing authorization table for full time positions, and organizational charts indicating the reporting structure of every college position.*

- *Hired a qualified affirmative action officer.*

E. PLANT OPERATIONS

- *Established a plant operations office to coordinate services of security, maintenance, custodial, mailroom, switchboard, and operation of College-owned vehicles.*

- *Hired a superintendent of buildings and grounds and a preventive maintenance plan placed into effect for the buildings.*

- *Privatized security, cleaning, van, and maintenance services at a savings of $700,000 annually.*

- *Purchased a new telephone PBX System, copiers and FAX equipment for the College's telecommunication needs.*

- *Restructured bookstore operations towards providing more efficient student service.*

F. FACILITIES

- *Addressed the campus master plan which called for the creation of a satellite campus, the upgrade of College facilities and the phased withdrawal from rented facilities in favor of publicly owned facilities. All but one of the College's 12 rented locations were either leased or rented.*

- *Negotiated favorable rental leases of over one million dollars on ten buildings.*

- *The College obtained State and County funding to acquire and renovate three buildings (Science Center, College Services, and Academic and Student Center). Building projects were significantly over budget at the bid stage. Frank Crosby, in conjunction with hiring a construction management firm, redesigned the program with the results that the projects were completed within the available funding budget of $14.0 million dollars.*

- *Steps were taken to phase out all programs at neighboring colleges and move the programs and students to the College facilities at a savings of several hundred thousand dollars for the College.*

- *The rental use of outside facilities for classrooms was eliminated at a savings of almost $100,000 annually for the College.*

- *The College rented, renovated and occupied four floors in a commercial building under a lease with a very attractive purchase option.*

- *A new capital budget of $9.6 million dollars was secured from State and County funding to acquire and renovate four more properties for next year. Acquisition meetings have started.*